

# Kushi Care Nursery

3 Dominus Way, Meridian Business Park, LEICESTER, LE19 1RP



## Inspection date

12 December 2017

Previous inspection date

20 December 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching continues to be inconsistent across the nursery. Staff in the pre-school room miss opportunities to teach children the basic skills well. Older children are not always, effectively well prepared for their move on to school.
- At times, the organisation of the pre-school room is not effectively managed and routines are not consistent. Children do not fully understand what they are expected to do and at times distract others, leading to poor behaviour.
- Older children do not receive regular opportunities to take responsibility for themselves or the environment.
- At times, staff do not help children to develop their literacy skills during their play and activities.

### It has the following strengths

- The nursery is very well-equipped. Children have access to a wide range of good-quality resources indoors and outdoors. They are able to make some choices of what they would like to play with.
- Babies and younger children have a positive start to their time at nursery. Settling-in procedures are tailored to the individual needs of children. Moves between rooms within the nursery are well managed. Children are settled and happy.
- Parents comment positively about the nursery and staff. They are well informed about their child's progress. They receive daily feedback and make effective use of the online learning records to see their children's progress.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ improve the overall quality of teaching, particularly for older children to ensure they make good or better progress and are well prepared for their move to school	14/02/2018
■ implement effective strategies to consistently manage children's behaviour to enable every child to learn what is expected of them.	14/02/2018

**To further improve the quality of the early years provision the provider should:**

- increase opportunities for older children to be independent and to learn how to take responsibilities for themselves and the environment
- build on staff's knowledge of how to plan and provide opportunities to support children's early literacy skills.

## Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspectors spoke with children and staff during the inspection.
- The inspectors completed two joint observations with the provider.
- The inspectors held a meeting with the nursery provider and management team. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to parents during the inspection and took account of their views.

**Inspector**  
Claire Jenner

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Difficulty in retaining staff and consequently, ongoing changes, have had a negative impact on some aspects of the quality of the nursery provision. In addition, although well qualified, some newer members of staff in charge of rooms, and working with older children, are less experienced in this role. However, the provider has taken some positive steps to address actions and recommendations raised at the last inspection. She has welcomed support from outside agencies. Arrangements to support and coach staff have recently been implemented to improve practice. Safeguarding is effective. Ratios are maintained and staff are deployed well to ensure children are supervised and safe. Staff have a sound knowledge of what to do if they have concerns about a child's welfare.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching is variable across the nursery. Older children do not always sustain their concentration at tasks because of distractions and lack of appropriate and timely adult intervention. For example, during story time, the rising noise level of children who are not listening, inhibits other children's ability to hear and concentrate. In addition, staff do not fully take into account children's current skills when providing activities to promote their developing interest in literacy. Where teaching is better, staff talk to younger children as they play and through daily routines. They introduce and repeat new words to promote children's developing speaking skills. Staff make assessments of children's learning to plan activities. For example, toddlers, enjoy exploring a range of sensory and creative activities. They use brushes to make marks with paint, and sprinkle 'flour snow' on animal figures.

### **Personal development, behaviour and welfare require improvement**

Staff are responsive to children and in most cases, recognise and meet their individual needs. They build secure emotional attachments with them. Children are praised for their achievements. However, older children do not always receive clear messages to help them manage their own behaviour and learn to take responsibility. For example, as they move around during tasks and activities they become distracted and sometimes demonstrate lower levels of self-control and behaviour than are appropriate for their age. Staff in the baby room are well-established and work well together as a team to support children. Despite recent changes in the toddler room, children are happy and settled. Children's good health is promoted. Outdoor play forms part of the daily routine. They enjoy a varied range of food that reflect their individual needs.

### **Outcomes for children require improvement**

Most children are working within developmental expectations and are making steady progress. However, variations in the quality of teaching result in missed opportunities to extend older children's learning, to help them make consistently good progress in readiness for their eventual move on to school. Nevertheless, children build positive relationships with their friends and enjoy exploring the environment and resources available to them.

## Setting details

<b>Unique reference number</b>	EY459048
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1080900
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	120
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Kushi Care Limited
<b>Registered person unique reference number</b>	RP901080
<b>Date of previous inspection</b>	20 December 2016
<b>Telephone number</b>	0116 2899369

Kushi Care Nursery was registered in 2013. The nursery employs 17 members of childcare staff. Of these, 13 hold early years qualifications at level 3 and two are qualified at level 2. The nursery is open Monday to Friday, all year round, except for bank holidays. Sessions are from 7am until 7pm. It provides funded early education for three- and four-year-old children.

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